

# **The Role of Network Teams in Implementing Race to the Top**



**Staff and Curriculum  
Development Network  
(S/CDN)**

**Thursday, March 3, 2011**

# The Four Assurance Areas

1. Adopt internationally-benchmarked standards and assessments that prepare students for success in college and the workplace
2. Build instructional data systems that measure student success; and develop teachers and principals' utilization of data to improve teaching & learning
3. Recruit, develop, retain, and reward effective teachers and principals
4. Turn around the lowest performing schools

# Network Teams

- ❑ **Who:** Curriculum, Instruction, and Data Specialists
- ❑ **What:** Provide schools with *professional development, tools, and resources* to achieve outcomes
- ❑ **How:** Participate in NYSED-sponsored professional development using train-the-trainer model; and develop and share best practices across regions
- ❑ **Measures of implementation & impact:**
  - Design and measure key indicators of success
  - Survey teachers, principals, District Superintendents, and charter school leaders on network effectiveness
  - Conduct regional/school visits
  - Use data to inform training

# Key Network Team Deliverables

## ☐ 2011-12

- ☐ Provide training on implementation of the Common Core Standards for ELA and math
- ☐ Provide training on implementation the new performance evaluations for teachers and principals in core course areas
- ☐ Provide training on training and implementation and of school-based inquiry teams

## ☐ 2012-2013

- ☐ Provide training on access and use of Early Warning Data System
- ☐ Provide training on access and use of the Instructional Reporting System to improve instruction
- ☐ Provide training on implementation of curriculum models/formative assessments aligned with the Common Core Standards
- ☐ Provide training on implementation of the new performance review for all remaining teachers and principals



# Key Network Team Deliverables

## □ 2013-2014

- Provide training on implementation of the new performance evaluations for all teachers and principals utilizing the State-developed value-added growth model
- Provide training on implementation of curriculum models/formative assessments for science, social studies, and the arts

## □ 2014-2015

- Provide training on implementation of PARCC Summative Assessments in ELA and math

# Four Assurance Areas and Network Team Deliverables

- **Curriculum and Assessments**
  - Provide training to implement:
    - Common Core Standards in ELA and Math (2011-12)
    - Curriculum models & formative assessments aligned with the Common Core Standards (2012-13)
    - Curriculum models & formative assessments for Science, Social Studies, and the Arts (2013-14)
    - PARCC summative assessments in ELA and math (2014-2015)
- **Data Systems**
  - Provide training to implement:
    - School-based Inquiry Teams (2011-12)
    - Early Warning Data System (2012-13)
    - Instructional Improvement Reporting System (2012-13)

# **Four Assurance Areas and Network Team Deliverables**

- **Great Teachers and Leaders**
  - Provide training to implement:
    - New performance evaluations for teachers and principals in ELA and Math (2011-12)
    - New performance evaluations for all remaining teachers and principals (2012-13)
    - New performance evaluations for all teachers and principals using state-developed value added growth model (2013-14)
- **Lowest Performing Schools**
  - Collaborate with Office of Innovative School Models/School Turnaround Office to develop a Continuum of Supports for the Lowest Achieving Schools (2011-2015)

# DRAFT Deliverable Metrics 2011-12

**DELIVERABLE:** Provide training on implementation of the Common Core Standards (CCSS) for ELA and Math

DELIVERY EVIDENCE (Network teams)	IMPLEMENTATION EVIDENCE (School)	IMPACT EVIDENCE (Teacher/Student)
<p>Training on CCSS is provided to 100% of schools in RTTT (I)</p> <p>Data will track PD participants by role (e.g. principal, teacher, NT member, etc.) (I)</p> <p>Survey results/data from teachers and school administrators reveal that teachers and administrators have received training from the Network Teams on CCSS and that said training was effective in that it allowed for easy transfer into school-based planning and teacher practice (I/S)</p> <p>Reports from District Superintendents demonstrate that districts are satisfied with network team performance in this area (S)</p>	<p>CCSS are adopted and are included as an element in the district's PDP and other strategic planning documents (e.g.: goals documents) (IE/A)</p> <p>Survey results of principals reflect increased teacher effectiveness in implementation of the CCSS (S)</p> <p>CCSS are included in criteria for evaluation of lesson plans by administration (S or IE/A)</p>	<p>Increase in teacher pedagogical content knowledge (PCK) as measured by improved scores on the PCK assessment (IE/A)</p> <p>Instructional evidence/artifacts of a sampling of schools demonstrate penetration into the instructional core (curriculum maps, teacher observation, lesson plans, etc.) (IE/A)</p> <p>CCSS are used as a basis for lesson plans (S or IE/A)</p> <p>Student work samples/artifacts reflect agreed upon key elements of the CCSS (IE/A)</p>

\*\*\*NOTE: Each citation of evidence is noted to be at one or more of the following four levels of data: Input (I), Survey (S), Instructional Evidence/Artifacts (IE/A), and/or Student Achievement (SA)





# DRAFT Deliverable Metrics 2011-12

**DELIVERABLE:** Provide training for and manage implementation of school-based inquiry teams



DELIVERY EVIDENCE (Network teams)	IMPLEMENTATION EVIDENCE (School)	IMPACT EVIDENCE (Teacher/Principal)
<p>School-Based Inquiry Teams are trained in 100% of schools in RTTT (I)</p> <p>Data will track PD participants by role (e.g. principal, teacher, NT member, etc.) (I)</p> <p>Data from central administrators, building principals, and teachers on School-Based Inquiry Teams reveal that Teams have received training from the Network Teams, that training was effective, and that training allowed for easy implementation (I/S)</p> <p>Reports from District Superintendents demonstrate that the districts are satisfied with Network Team performance in this area (S)</p>	<p>School-Based Inquiry Teams are identified and meet regularly (I, S, or IE/A)</p> <p>Instructional evidence/artifacts of a sampling of schools reveal School-Based Inquiry Teams access, understand, and use data to facilitate changes in instructional practice (IE/A)</p> <p>Survey results from Principals reflect increase teacher effectiveness in the use of data to inform instructional decisions (S)</p>	<p>Teachers use the data shared by School-Based Inquiry teams as part of the basis for lesson planning (S or IE/A)</p> <p>Learning for underperforming students is accelerated or increase by ____% each year (SA)</p>

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# DRAFT Deliverable Metrics 2011-12



**DELIVERABLE:** Provide training on implementing the new performance evaluations for teachers and principals in core course areas

DELIVERY EVIDENCE (Network teams)	IMPLEMENTATION EVIDENCE (School)	IMPACT EVIDENCE (Teacher/Principal)
<p>Training on implementation of the new performance evaluations for teachers and principals in ELA and math will be provided to 100% of the schools in RTTT (I)</p> <p>Data will track PD participants by role (e.g. principal, teacher, NT member, etc.) (I)</p> <p>Data from central administrators, building administrators and teachers reveal teachers and administrators have received training from the Network Teams; that training was effective, and that training allowed for easy implementation (I/S)</p> <p>Reports from District Superintendents demonstrate that districts are satisfied with network team performance in this area (S)</p>	<p>APPR plan demonstrates fidelity to law and regulation governing evaluations (IE/A)</p> <p>Instructional evidence/artifacts of a sampling schools demonstrate multiple levels of professional development opportunities for teachers and principals that are connected to the evaluation system (IE/A)</p>	<p>Surveys of teachers and principals indicate high level of satisfaction with the APPR process and associated professional development opportunities (S)</p> <p>Percentage of effective and highly effective teachers increases by 10% each year (IE/A)</p> <p>Student achievement which can be directly attributed to increased teacher and principal performance increases by 10% each year (SA)</p>

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# NYSED RTTT Hires

- Project Management Office
- Office of District Services/Network Teams
- Teacher/Principal Career Ladders
- 1 Executive Director,  
4 Project Assistants,  
1 Team Coordinator
- 3 Project Coordinators
- 1 Project Coordinator,  
2 Project Assistants

# Contact Information

- **Ken Slentz**, Associate Commissioner,  
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  - **Marki Clair-O'Rourke**, Project Coordinator  
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  - **kecia hayes**, Project Coordinator  
*khayes@mail.nysed.gov*
  - **Jie Zeng**, Project Coordinator  
*jzeng@mail.nysed.gov*

# Regents' Research Fellows

- Matt Gross, Executive Director of the Regents' Research Foundation
- Curriculum and Assessments
  - Kristen Huff, Senior Fellow
  - Peter Swerdzewski, Fellow
- Great Teachers/Great Leaders
  - Amy McIntosh, Senior Fellow
  - Julia Rafal, Fellow
- Generalist
  - Kate Gerson, Fellow (starts March 10<sup>th</sup>)

# What...

Build Network Teams' capacity to develop, implement, and sustain work in schools in the four RTTT assurance areas.

# Four Planning Considerations

- Align learning objectives to aspirations and anticipated outcomes
- Build capacity at multiple systemic levels
- Differentiate for multiple entry points
- Spiral learning and application with follow-up professional development

# How...

## **5-Day Summer Institute & Ongoing Professional Development**

**Morning Workshop Session** – develop understandings for the four assurance areas

**Afternoon Workgroup Session** - use morning content to develop delivery & implementation plan

**Evening Plenary/Fireside Chat Sessions** – provide additional, optional learning opportunities for participants, revolving around sharing of existing practices in the assurance areas/deliverables



# Who

Conversing with multiple consultants/stakeholders to select

- Co-designer – for all deliverables
- Co-facilitators for each deliverable
  - In-depth understanding of the content
  - A keen understanding of and experience with the complexities of NYS
  - A longstanding history of professional relationships with stakeholder groups
  - A collaborative approach to design and implementation of quality PD
  - Ample capacity to lead, facilitate, and engage a large audience (face-to-face and via technology/online)
  - Cohesive and sustained follow up support

# PD Planning Committees for Each Assurance Area/Deliverable

- Curriculum & Assessments: Common Core Standards
  - Marki Clair-O'Rourke, Facilitator
- Data Systems: School Based Inquiry Teams
  - Kecia hayes, Facilitator
- Great Teachers/Leaders: New Performance Evaluations for Teachers and Principals in ELA and math
  - Jie Zeng, Facilitator

# PD Planning Committees for Each Assurance Area/Deliverable

- Representative of NYSED inter-office staff
- S/CDN Representation (4-5 for each)
- Kick-off meeting of all three committees being planning to set charge/role of committees and begin the work, including establishing meeting schedules
- Leverage technology to reduce/eliminate need to travel

# Other Outreach Efforts

- RSE/TASC – SESIS
- NYC
  - Architecture of NYC Network Structures
  - Participation in JIT process
- Inter-Office Collaborations
  - Assurance Group Team Meetings with PMO

# Next Steps



- ❑ Finalize selection of co-designer, dates, venue, and invitees
- ❑ Convene kick-off PD Planning Committee meeting and set subsequent meeting schedule
- ❑ Finalize implementation metrics for network teams
- ❑ Participate in first “stock-take” on March 24<sup>th</sup>

# Questions?

In your table groups, please...

- ❑ Share feedback on how your districts/schools are struggling and/or succeeding with the work around each assurance area:
  - Common Core Standards (CCSS)
  - School Based Inquiry (SBI)
  - Teacher/Principal New Performance Evaluations (APPR)
- ❑ Discuss/share ideas for how we can continue to work together in an aligned and efficient manner for maximum impact and sustainability in the field.
- ❑ Review the DRAFT metrics for all NT deliverables and provide feedback.

**THANK YOU!**

